



# 1999–2000 CATS ASSESSMENT

## Open-Response Item Scoring Worksheet

### Grade 10 – Reading

#### Type of Passage: Persuasive

The **academic expectation** addressed by the open-response item “Speech to the Second Virginia Convention” is

1.2 Students make sense of the variety of materials they read.

The **core content** addressed by this item includes:

RD-H-3.0.9 Identify an author’s position based on evidence in a passage.

RD-H-3.0.10 Recognize the appropriateness of an argument for an intended audience.

#### Speech to the Second Virginia Convention

In 1775, Patrick Henry made his speech to his audience of Virginia legislators to convince them that Virginia should join the War of Independence.

- a. Identify and discuss **three** main points Henry uses to support his argument.
- b. Explain why these points were appropriate to convince his audience to join the war.  
Use information from the speech to support your discussion.



# READING PASSAGE

## Grade 10 Reading

Score	Description
4	Response identifies and thoroughly discusses <b>three</b> of Henry's main points and includes an in-depth/insightful discussion of the appropriateness of the argument for the audience. Response includes detailed support from the speech.
3	Response identifies and generally discusses <b>three</b> of Henry's main points and includes a general discussion of the appropriateness of the argument for the audience. Response includes adequate support from the speech. <b>OR</b> Response identifies <b>two or three</b> main points and thoroughly discusses <b>two</b> points. Response includes an in-depth/insightful discussion of the appropriateness of the argument for the audience with detailed support from the speech.
2	Response identifies <b>two or more</b> of Henry's main points and includes a general discussion of the appropriateness of the argument for the audience. Response includes support from the speech. <b>OR</b> Response identifies <b>one or two</b> main points and thoroughly discusses <b>one</b> point. Response includes an in-depth/insightful discussion of the appropriateness of the argument for the audience with detailed support from the speech.
1	Response identifies <b>one or more</b> of Henry's main points, but provides little or no discussion of the point or of the appropriateness of the argument for the audience. <b>OR</b> Response generally addresses Henry's speech with no specific points or discussion included.
0	Response is totally incorrect or irrelevant.
Blank	No response.

### Points to support Virginia's entry into the war:

British denial of petitions  
British subjugation  
British military build-up  
Waiting will not enhance strength, but rather reduce it  
God is on the side of the American colonies

### Appropriate for Audience:

Patriotism  
Freedom  
Honor/manhood  
Colonists had religious convictions  
Witnessed military subjugation and build-up



## SCORING GUIDE

### Grade 10 Reading

*The following speech by Patrick Henry was presented to the Virginia Legislature in 1775. Read the speech to learn about its purpose and Patrick Henry's opinions. Then answer the questions that follow.*

## SPEECH TO THE SECOND VIRGINIA CONVENTION

*I know not what course others may take; but as for me, give me liberty, or give me death!*

Patrick Henry (1736-1799) was a leading patriot in the revolutionary cause. Born in Virginia, he was one of colonial Virginia's most successful lawyers, noted for his quick wit and oratorical skills. Elected to the Virginia legislature in 1763, he became an outspoken advocate of the rights of the colonies. In 1765, speaking in opposition to the Stamp Act, Henry said, "Caesar had his Brutus, Charles the First his Cromwell, and George III ..." (he was then interrupted by cries of "Treason! Treason!") "... *may profit by their example. If this be treason, make the most of it.*"

Henry played a prominent role in the growing movement for independence. He was a member of the first Virginia Committee of Correspondence and a delegate to the Continental Congresses of 1774 and 1775. His most famous speech, excerpted below, was delivered to the second Virginia Convention on March 23, 1775, at Saint John's Church in Richmond, Virginia. The speech was a powerful argument on behalf of resolutions to equip the Virginia militia to fight against the British.

Henry was the first governor of the state of Virginia, and he served the state and the nation in many other public positions. His lasting fame, however, derives from this fiery speech in 1775, with its world-famous peroration.

...It is natural for man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House? Is it that insidious smile with which our petition has been lately

received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled, that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try



## READING PASSAGE

### Grade 10 Reading

argument? Sir, we have been trying that for the last ten years. Have we anything new to offer on the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the tyrannical hands of the ministry and parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a

British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come!

It is vain, sir, to extenuate the matter. Gentlemen may cry peace, peace—but there is no peace. The war is actually begun! The next gale that sweeps from the North will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!



# ANNOTATED STUDENT RESPONSE

## Grade 10 Reading

### Sample 4-Point Response of Student Work

#### Student Response

What an amazing and powerful speech. I can see the look on the legislators' faces and feel the fire burning inside them as Patrick Henry brought forth such powerful feelings from them. One main point Henry used to support his argument was that the British ministry had this fighting and war in their minds for years. Henry said he knew by experience the conduct of the British. He warned the audience to not be fooled by their insidious smile that would be a snare to their feet. Another main point Henry used was that there was seemingly no other alternative. The two countries have argued, talked, and all with nothing that proved to move either forward in their opposition. There was no compromise and nothing had worked for ten years. They now had to gain their freedom from the British only with force and action. A third point Henry used was that the war had already begun. Men, he said, were already on the battlefield. Virginia militia and other colonists had to act now and join the already begun battle for their freedom from oppression as well. The time to act is now.

These points were appropriate to convince the audience to join the war because each point hit home with the members of the legislature. There were no alternatives and these people had to fight for their freedom from the British chains that bound them all. Henry's words got them all rowdy and fired up in their hearts, bodies, and minds. His words and ideas brought forth a sense of unity, pride of America, honor, liberty, glory, and freedom. He included all the emotions and feelings needed to overcome the oppressor. God bless freedom!

← Student identifies and thoroughly discusses one main point Henry uses to support his argument (i.e., “the British ministry had this fighting and war in their minds for years”). Discussion includes detailed support from the speech.

← Student identifies and thoroughly discusses a second main point Henry uses to support his argument (i.e., “there was seemingly no other alternative” but force and action). Discussion includes detailed support from the speech.

← Student identifies and thoroughly discusses a third main point Henry uses to support his argument (i.e., “the war had already begun”). Discussion includes detailed support from the speech.

← Student explains why these points were appropriate to convince the audience to join the war (e.g., “Henry’s words got them all rowdy and fired up in their hearts, bodies, and minds”; “His words and ideas brought forth a sense of unity, pride of America, honor, liberty, glory, and freedom”).

Overall, the student shows a strong understanding of a persuasive text (i.e., a speech made by Patrick Henry in 1775), including its main points and its appropriateness for its intended audience. The student identifies and thoroughly discusses three main points Henry uses in his speech to support his argument and also explains why these points were appropriate to convince Henry’s audience to join the war.



# ANNOTATED STUDENT RESPONSE

## Grade 10 Reading

### Sample 4-Point Response of Student Work

#### Student Response

In order to convince the Virginia legislators that Virginia should join the War of Independence, Patrick Henry had to make strong points in his favor. There were basically three main points that impacted the legislature.

Henry points out that you must judge the future by the past. He says that the British received their petition with a smile but made warlike preparations at the same time. With this argument, he gets the legislature wondering about the British motives for this action.

He goes on to say that the colonists have tried everything to avert a war, and their struggles have been disregarded. This makes the legislature see that they have tried everything to sustain peace and the only way left is to fight.

Finally, Henry says that failure to act now would be foolish. They will be no more ready to fight next year than the present. The legislature realizes that if they waited, the British would attack them unaware and they would lose before they even tried to win.

Henry gives a moving speech that contains key elements in persuasion. He knows what the people are scared of, and he uses that to get them on his side.

Student identifies and thoroughly discusses one main point Henry uses to support his argument (i.e., “you must judge the future by the past”). Discussion includes an insightful explanation of why this point was appropriate to convince Henry’s audience to join the war, as well as support from the speech.

Student identifies and thoroughly discusses a second main point Henry uses to support his argument (i.e., the colonists have tried everything to avert a war, but their efforts have been ignored). Discussion includes an insightful explanation of why this point was appropriate to convince Henry’s audience to join the war, as well as support from the speech.

Student identifies and thoroughly discusses a third main point Henry uses to support his argument (i.e., “failure to act now would be foolish”). Discussion includes an insightful explanation of why this point was appropriate to convince Henry’s audience to join the war, as well as support from the speech.

Student further explains why these points were appropriate to convince his audience to join the war (i.e., “He knows what the people are scared of, and he uses that to get them on his side”).

Overall, the student shows a strong understanding of a persuasive text (i.e., a speech made by Patrick Henry in 1775), including its main points and its appropriateness for its intended audience. The student identifies and thoroughly discusses three main points Henry uses in the text to support his argument. The discussion includes an insightful explanation of why these points were appropriate to convince Henry’s audience to join the war, as well as support from the speech.



# ANNOTATED STUDENT RESPONSE

## Grade 10 Reading

### Sample 3-Point Response of Student Work

#### Student Response

Student identifies and generally discusses one main point Henry uses to support his argument (i.e., “They had tried argument with Great Britain for ten years” and had had no success). Discussion includes adequate information from the speech.

Student identifies and generally discusses a third main point Henry uses to support his argument (i.e., “[the colonists] will not fight alone”). Discussion includes adequate information from the speech.

Patrick Henry's speech was to convince Virginia legislators that Virginia should join the war for independence. Henry used cold hard facts to support his argument in his speech. They had tried argument with Great Britain for ten years, but it has failed them, they have gotten nowhere with arguments or hope. Great Britain has told them they are weak, but they were not, especially if they follow God and use that power he has given them. Also they will not fight alone, God will find friends to fight their battles for them. And they are vigilant, the active, the brave, who will defeat the strong.

Henry used these three points to convince his audience through their emotions, logic, and their belief in God. Henry's speech gave hope for freedom to break their chains of slavery from Great Britain and succeed in life if they just believed in themselves. These three main points gave the people the hope to follow what they knew was right and attempt to have life, liberty, and the pursuit of happiness.

Student identifies and generally discusses a second main point Henry uses to support his argument (i.e., “Great Britain has told [the colonists] they are weak, but they were not”). Discussion includes adequate information from the speech.

Student explains why these points were appropriate to convince Henry's audience to join the war (e.g., the points appeal to “their emotions, logic, and their belief in God”).

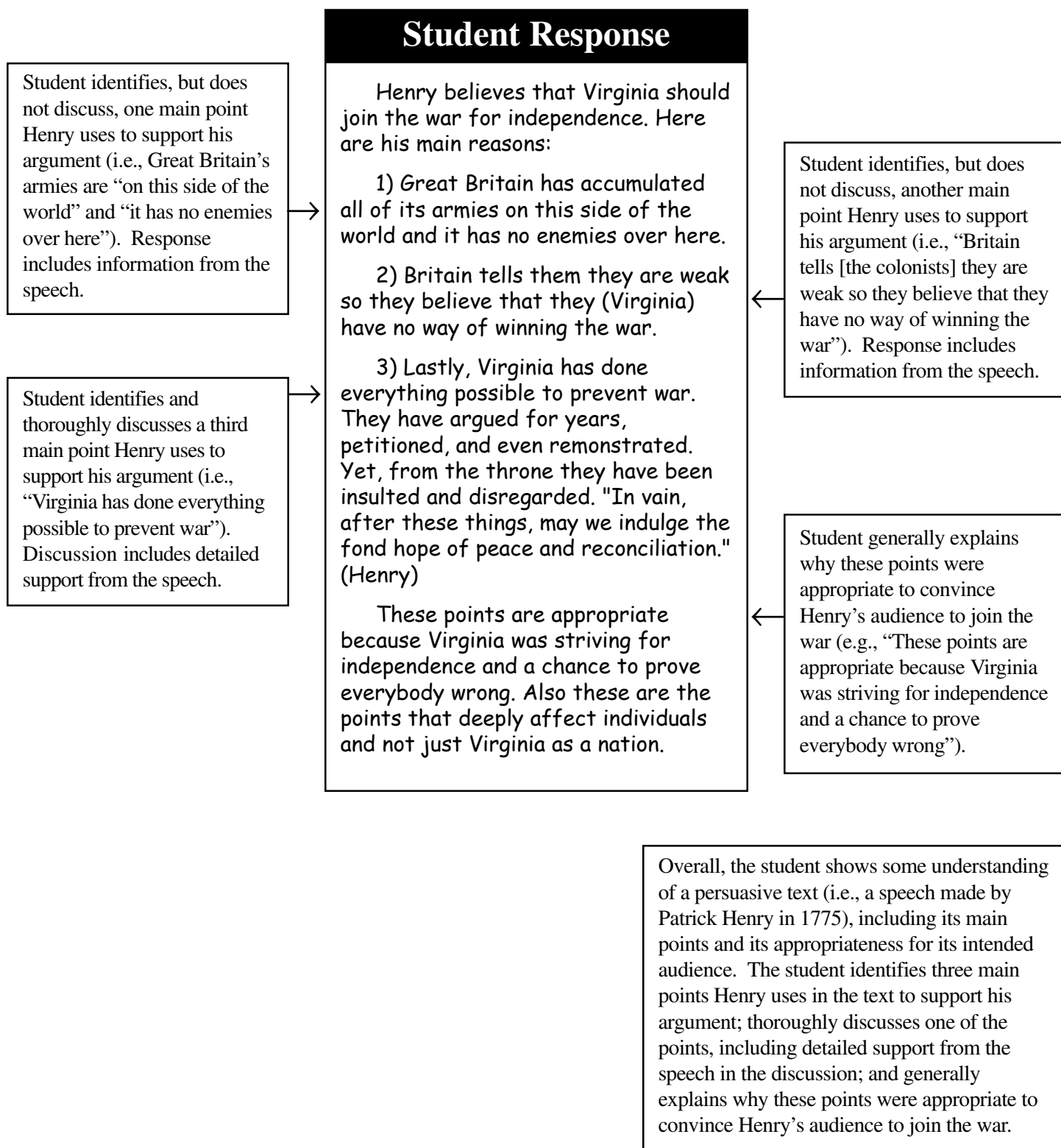
Overall, the student shows a general understanding of a persuasive text (i.e., a speech made by Patrick Henry in 1775), including its main points and its appropriateness for its intended audience. The student identifies and generally discusses three main points Henry uses in his speech to support his argument and also explains why these points were appropriate to convince Henry's audience to join the war.



# ANNOTATED STUDENT RESPONSE

## Grade 10 Reading

### Sample 2-Point Response of Student Work







# ANNOTATED STUDENT RESPONSE

## Grade 10 Reading

### Sample 1-Point Response of Student Work

#### Student Response

Henry uses things to argue about he will never give up. He tries really hard for the people to hear what he is going to say. He wants it to be good for everybody. He says that he could make it better and he puts up with a good argument.

← Student generally (and minimally) addresses Henry's speech with no specific points of discussion included.

Overall, the student shows a minimal understanding of a persuasive text (i.e., a speech made by Patrick Henry in 1775) by generally addressing the overall content of Henry's speech.



# INSTRUCTIONAL STRATEGIES

## Grade 10 Reading

The open response item **“Speech to the Second Virginia Convention”** was designed to address students’ ability to (1) identify an author’s position based on evidence in the passage, and (2) recognize the appropriateness of an argument for an intended audience. The instructional strategies below present ideas for helping students explore and master these skills.

In order to determine supporting evidence for the author’s position, students could

- Highlight statements within the passage that support the author’s position. Discuss the highlighted statements and explain why each directly supports the argument.
- Create concept webs or maps that begin with the author’s position and then branch into his statements of support. Students could then determine which persuasive technique is being utilized for each statement.

In order to determine the appropriateness of an argument for the intended audience, students could

- Determine the intended audience by looking for direct address within the passage or by determining who could take the intended action suggested by the author.
- Complete a K-W-L chart based on their knowledge of the time period. After the first two columns are developed, students could research the time period by focusing their inquiry on the “W” (what they want to know) column.
- Develop a double-entry journal in which the left side includes statements the author uses to support his/her argument and the right side includes explanations for why each statement would impact the audience.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Analyze television or radio commercials by noting the product being sold, the persuasive/propaganda technique used, the intended audience, and the appropriateness of the commercial for the intended audience.
- Brainstorm a list of school and community issues about which students have strong opinions. Select one issue, form an opinion, and determine supporting evidence, the appropriate audience, and the format for the writing. (If students have difficulty determining community issues, they could skim local newspapers for ideas.)
- Select a topic and present both sides of the issue to the class. Research both sides of the topic for supporting evidence and then perform a panel debate.